INTERCHURCH WORLD MOVEMENT OF NORTH AMERICA

WORLD SURVEY CONFERENCE

ATLANTIC CITY
JANUARY 7 to 10, 1920

PRELIMINARY

Statement and Budget for American Education

PREPARED BY
SURVEY DEPARTMENT
AMERICAN EDUCATION DIVISION

THIS Survey statement should be read in the light of the fact that it is preliminary only, and will be revised and enlarged as a result of the discussions and recommendations of the World Survey Conference.

The entire Survey as revised will early be brought together in two volumes, American and Foreign, to form the basis of the financial campaign to follow.

The "Statistical Mirror" will make a third volume dealing with general church, missionary and stewardship data.

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AMERICAN EDUCATION

AMERICA'S ruling passion is for education. Almost all the people share it. The laws of all the states require some school attendance. Our total investment in school-plants, elementary and higher, exceeds $3,500,000,000. We spend for education annually $1,000,000,000.

The rate of increase in school enrolment is many times greater than the increase in population. There is an unprecedented attendance at our schools—with the exception of normal schools—this first year since the World War.

In itself, education is neither good nor bad. It becomes one or the other in accordance with its content and motive. William von Humboldt, the first Prussian minister of education, with Hegel, Treitschke, Neitzsche, and others used education to create, maintain and strengthen Prussian militarism. Education so used is like a sharp, two-edged sword threatening the life of the world.

This passion, this investment, this high motive, bring to the churches a responsibility unique and heavy. These powerful agencies and all their processes must be Christianized. We must make our people good, as well as wise, powerful and rich. The churches must implant in the hearts and consciences of their members and of all our people the fundamental truth that "the soul of education is the education of the soul." The spirit of the Master Teacher must be present in our schools.

This unique opportunity centers in the fact that all America's potential leaders are enrolled in these schools. In our day the "self-made" leader is so rare as to be negligible. If the churches are to have a stream of leaders going forth to world ministry, lay and professional, in the broad and new, because untried way, of which Jesus spoke, they must come forth from schools permeated by His spirit. Our schools are now the formative centers of our civilization. This civilization may be made Christian by our schools as Germany's civilization was made military by her schools.

A large majority of America's institutions of higher learning were founded by the churches. Even today, although the state exercises great authority, in education a majority of these institutions are organically related to churches. The investment in these denominational colleges and universities is more than half the total investment in higher education reported by the Bureau of Education.

MEN AND MONEY

OF THE four hundred and fifty thousand students in institutions of higher grade, one-half are in denominational institutions. Within the last four years no less than one hundred million dollars has been added to the educational investments of the churches affiliated with this Movement.

THE RELIGIOUS IMPULSE

NOR has the religious impulse been absent in the founding and extension of our public schools. Among the earliest legislation in Congress was the Act of 1785-7 providing for the government of the Northwest Territory.

Its famous preamble says: "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." The act provided that in every township section 16 should be given to schools; and section 29 should be given for the purposes of religion. The twin causes of religion and education were inseparable in the minds of those members of our first American Congress.

They had, however, incorporated in the Constitution the principle of separation of church and state.

A great problem was thus created. The state must engage in education. But the state cannot directly engage in the work of religion.

How then can state education be kept Christian as our forefathers, including the members of the first Congress, intended?

RELIGIOUS INFLUENCE

MOST of the denominations have established boards of education whose present aggregate income exceeds one and one-half millions. These boards have far-reaching influence in various phases of enlistment for life-service and training for Christian leadership.

Counting institutions now recognized as denominational and those listed as independent but of denominational origin, there are about 520 colleges and universities; 620 secondary schools, including preparatory departments in colleges—a vanishing quantity—and 225 theological seminaries and religious training schools.

In addition there are 350 institutions of higher grade supported by public taxation, including state and municipal colleges, universities and normal schools.

RELIGIOUS ATMOSPHERE

THESE institutions are distributed unevenly in every state of the Union and have within and about them a distinctive community life. The churches should make it possible for the students in all of these schools to breathe the Christian atmosphere and, as Yale's charter quaintly says, "be fitted for public employment both in the church and civil state."

CHRISTIAN England and America use education to establish and defend the ideals of liberty, justice and righteousness. It was education in the service of these ideals which overcame the menace of prostituted education and saved modern civilization.

Denominational and Independent Colleges

AMONG our institutions the American college in a peculiar sense is the product of the religious impulse. It is in this group of institutions in particular that are found organic relationships with particular churches or denominations.

Some colleges with no charter limitations have sustained close but informal relations with particular denominations; while others sustain no relations either organic or informal with any particular church.

Some institutions in this group limit themselves strictly to collegiate or undergraduate work; while others maintain departments offering also secondary, special or professional courses.

These institutions may be classified as follows:

1. Institutions offering courses leading to baccalaureate degrees and sustaining either organic or informal relations with some particular religious denomination.

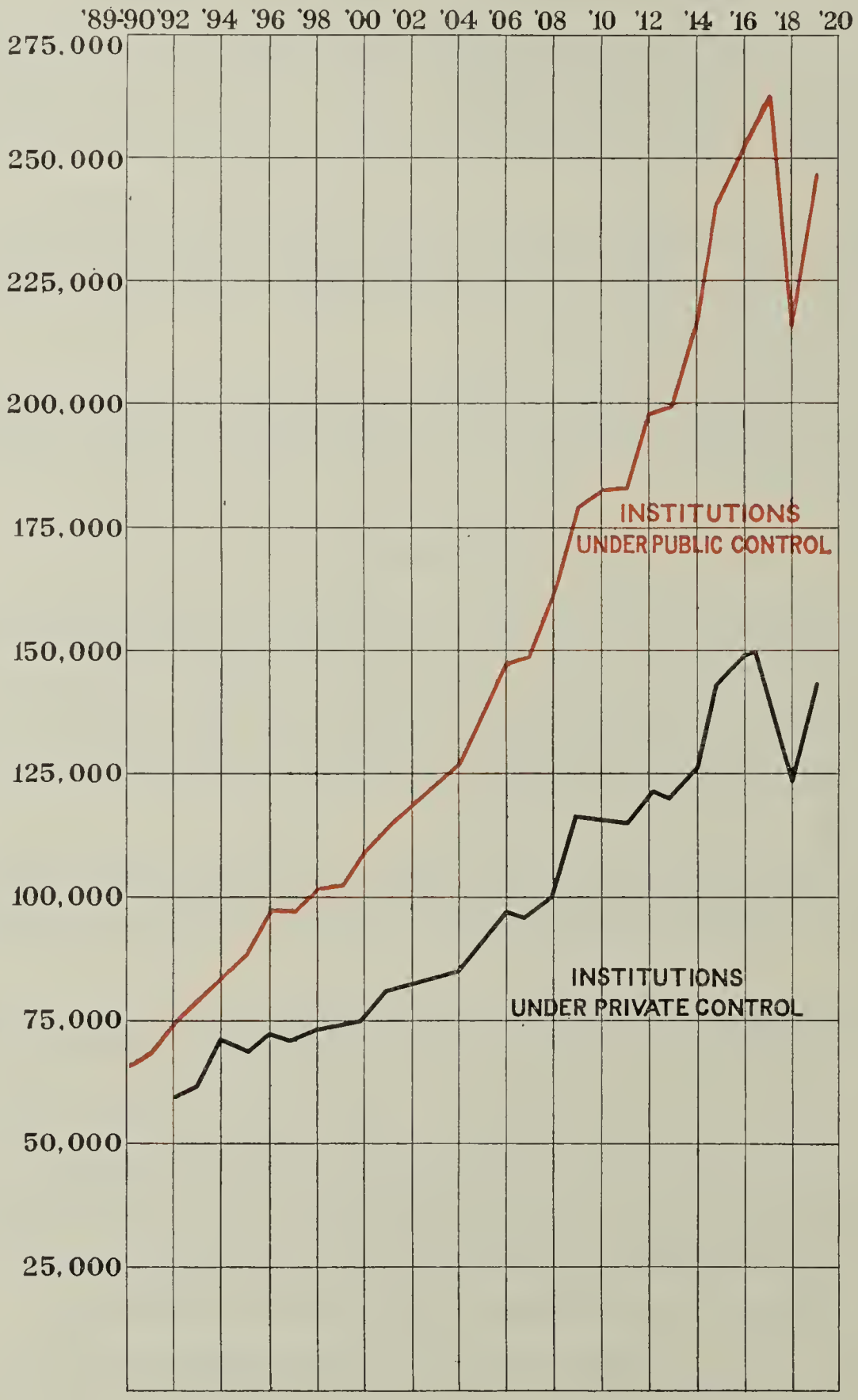
2. Junior colleges, *i.e.*, institutions offering courses of study covering only the freshman and sophomore years of college work and sustaining the denominational relations described above.

3. Institutions having the academic rank described in either of the above paragraphs, but sustaining no relations either organic or informal with any particular religious denomination.

This group of institutions is central in the educational program and fundamental in its relation with the life of the nation. Its essential part is the work of the four years leading to the baccalaureate degree. The college receives the boy or the girl as a kind of raw material to be cleansed, transformed and tempered. At the end of the college course, the man or the woman goes forth either to the professional school or to actual contacts with life for some finishing and orienting processes. The college years and the college processes determine life values and destinies.

The college is the institution around which all other educational interests and agencies cluster. The quality of the college is the thing in which all who desire the righteous development of the social, civil and spiritual life of the times should have the greatest possible interest.

RELATIVE GROWTH
OF COLLEGES AND UNIVERSITIES
UNDER PUBLIC AND PRIVATE CONTROL
(College and resident graduate students)



Interchurch World Movement of North America

G.D. 30

There are over five hundred institutions claiming to be colleges. Some are large and strong, strict in their academic requirements and fruitful in their gifts to the life of the community. Others are weak and struggling and utterly unable to do what they should for their students and their constituencies.

The survey, when completed, will show how many teachers and students there are in our colleges; how much has been invested in plant, equipment and endowment; and how much more should be invested in order to bring the institutions to reasonable efficiency.

The number of students and teachers in our colleges and universities is comparable with the number which is now proposed for the United States army. The investment in this central group of institutions is less than the expenditure authorized by one Act of Congress for the construction of aeroplanes.

TWO PROBLEMS

THE fundamental problems of the American college are two: first, how to attain educational efficiency; and, second, how to make and keep itself genuinely Christian.

Practical efficiency depends upon adequate endowment and resources. Originating in the effort of "enlightened penury" to minister to the intellectual and spiritual life of the community, the college has always been in need of greater material support than it has received. Owing to new world conditions, our colleges are compelled to bear the burden of greatly increased operating expenses while incomes from investments remain stationary if they do not decrease.

The practical form of the first problem is this: how to secure adequate additional funds. Upon the solution of this problem all the educational and spiritual progress of the college now waits.

THE BURDEN—SHIFTED—REMAINS

DURING its earlier years the American college lived, moved and had its being in the atmosphere of a stern and uncompromising religious faith. The majority of its graduates became ministers. It believed its mission to be the preservation of religion as it was then understood and practised.

But now, colonial dogmatism has given place to a more tolerant attitude. The privations of early New England days have been forgotten amid the plenty of the twentieth century. Under such circumstances colleges once in a state of constant religious revival seem to have lost their spiritual earnestness. In the midst of these new conditions, how may our colleges strive after the old spiritual ideals while freeing themselves from the old narrow dogmatism? This is the second great problem which the college of today must solve.

INCREASED ENDOWMENT

THESE colleges should be able to attain educational and spiritual efficiency. The present investment in them, according to estimates of the United States Bureau of Education, is somewhat under one billion of dollars. What additional investment should the colleges have in order that they may be adequately equipped for the task? A partial and tentative answer to this question is appended in the budget statement.

THE fear of the Lord is the beginning of wisdom; and the knowledge of the Holy is understanding—*Proverbs 9:10*

Secondary Schools

THE importance of the secondary school in the program of Christian education has not always been appreciated. Upon the foundation provided by the secondary school, the college must build both its intellectual and its spiritual house. Since the public high school too often provided only shifting sands of moral sense and purpose on which to build, the church has, with less earnestness than the importance of the cause justified, maintained secondary and elementary schools.

Our investigations have thus far disclosed about four hundred and fifty such schools, not counting college preparatory departments. The Roman Catholic church is far more alive to the importance of schools of this type than is the Protestant church. What they would have in the community of the future, they first put into the minds of the people by teaching it to the children.

GENEROUS HELP NEEDED

THE problems and needs of the secondary school are similar to those of the college. It must have more money and it must be permeated by the Christian spirit.

In this field we have less data pointing to a definite conclusion than in the college field. Moreover the public high school more nearly fills its field than does the state university the field of higher education.

The private academies, the greater number of which are in the East and South; the mission board schools in many widely scattered regions; and schools for certain exceptional populations make up the list to be surveyed in this field.

(All types of institution for backward racial groups are being surveyed by the Home Missions Division.)

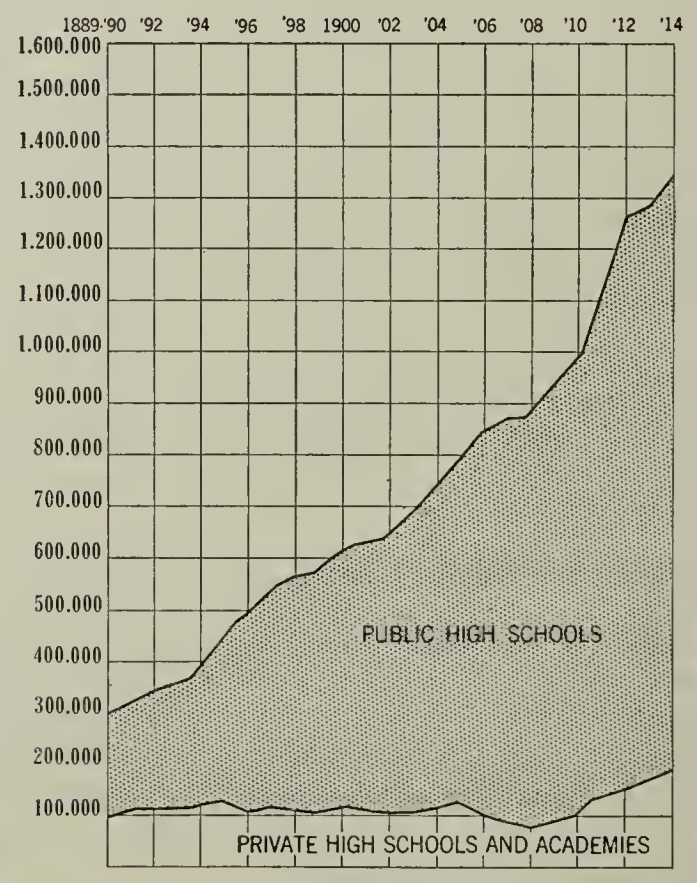
Some private academies are heavily endowed and some are able to charge large annual fees.

Those for which aid is especially needed, however, minister to needy communities where endowments do not exist and where fees must be small.

For many such schools generous help will be asked for compelling reasons which the survey will make clear.

GROWTH OF ATTENDANCE

AT PUBLIC AND PRIVATE HIGH SCHOOLS AND ACADEMIES



Interchurch World Movement of North America

G.D. 89

Tax-Supported Institutions

STATE universities and colleges and the larger independent universities and normal schools are welcoming the most searching investigation and are anxious to secure the fullest cooperation of the churches of all denominations in a properly unified plan for providing religious training for their students.

The types of institution included in the investigation are: state universities and state colleges of agriculture and mechanic arts; departments of these institutions located in other communities, such as the college of medicine and the college of law of a state university in a large city; state normal schools and colleges; municipal universities; and certain institutions that receive part of their income from public funds.

In addition to these our survey will include normal schools supported by counties and cities more or less closely related to the county or city public school system. Many of these are of recent origin and their number is rapidly increasing.

Federal institutions and certain large independent universities receiving no support from public funds are not overlooked. By reason of their size, the number of their students and the fact that there is no adequate provision for religious training, these institutions are related to the churches in the matter of religious training very much as are the state universities.

In recent years the development of tax-supported institutions of higher learning has amazed students of education. There is no parallel to it anywhere in educational history. If the attitude of these institutions toward religion were hostile—and it has already been said that it is friendly—this development would be alarming. Their plants, their equipment, their teaching staffs, have grown as if by magic. The annual budgets of several of these institutions pass the million mark.

The state universities dominate vast sections of our nation. The completed survey will set forth this remarkable educational growth and from it will be seen what the tax-supported institutions undertake to do and how it is done. Their provision for the intellectual and physical training of their vast student-bodies will be set forth; their lecture halls, libraries, laboratories, dormitories, gymnasia, medical service, athletic fields, experiment stations, farms, extension work and the personnel required for their comprehensive tasks, will be described and this information will be tabulated and summarized for convenient use. From this survey it will be seen how many tens of thousands of our young men and women are studying in these great centers and what conditions surround them.

RELIGIOUS FORCES INADEQUATE

THE survey shows how utterly inadequate are the religious agencies and forces at work.

Part of the responsibility for the moral and spiritual culture of these students rests upon the institutions themselves.

But the fundamental responsibility for the religious training of these young people rests upon the church.

When the state institution does all it may do, there is much left undone; much more than the local churches of the community are able to accomplish.

These questions must be answered in the field of religion:

a. What is the institution doing and what should it do?

b. What are the local churches doing and what should they do?

c. What are cooperating church agencies doing and what should they do?

UNDESIRABLE COMPETITION

DURING the past ten years some of the stronger denominations in many states have begun to realize their responsibility in these centers and have established some form of enterprise to meet the need.

There is a danger that these churches may overcapitalize in buildings and equipment and thus produce an economic stress by inducing an undesirable competition. This danger must be avoided at home as it is being avoided abroad.

UNIFIED PLANS

THE present tendency toward unification of interest and organization must be fostered. This unified plan includes—does not operate in competition with—the Christian Associations and gives increased opportunity for the Christian members of the faculty to take their proper part in the religious life of the institution. It provides as well for student initiative and gives large opportunity for the use of their talent in service within the university and the community.

The amount of money required to make adequate provision for the religious needs of students in each institution is small for each student because the university provides so liberally for the students' academic needs.

The amount required varies greatly in different centers. In centers where the number of students equals or exceeds the number of citizens it is necessary to provide a large share of the cost of the church buildings and residences and pay a share of the cost for students' work.

INTERCHURCH COOPERATION

IN SOME of the smaller centers where the number of students is large and church facilities inadequate, there is immediate opportunity for a number of denominations to unite in the erection of the buildings and the employment of pastors and teachers.

To stabilize the work and to insure its perpetuity a certain amount of endowment is necessary; but to secure the vitality of the work it should be kept in close relation to the living sources of income and a part of the annual income should come from the churches.

Education and Leadership

ONE thing has become perfectly clear as a result of the war. The race may not be to the swift nor the battle to the strong, but the leadership of the world's life must be to the trained and educated men and women

—F. W. Padelford.

Theological Seminaries and Religious Training Schools

IN ORDER to hold the attention of the community in this generation the minister must be thoroughly trained for his task. No physician is permitted to practice until he has completed years of rigid preparation for his chosen field, but one-half the men who enter the ministry today have not taken nor have they been afforded seminary training.

To meet this situation adequately the church must provide its seminaries with the men, equipment and resources to give the grade of instruction properly demanded of its ministry. In a peculiar sense seminaries and training-schools serve the denomination and community at large rather than a small local constituency. Their graduates minister everywhere at home and abroad.

These schools, therefore, should receive general support and be brought to an adequate standard of excellence throughout the country.

There are 225 institutions professing to provide higher technical education and training for the ministry and lay leadership of the Protestant churches. These include all the theological seminaries and religious training-schools affiliated with Protestant denominations, together with those now independent but of denominational origin.

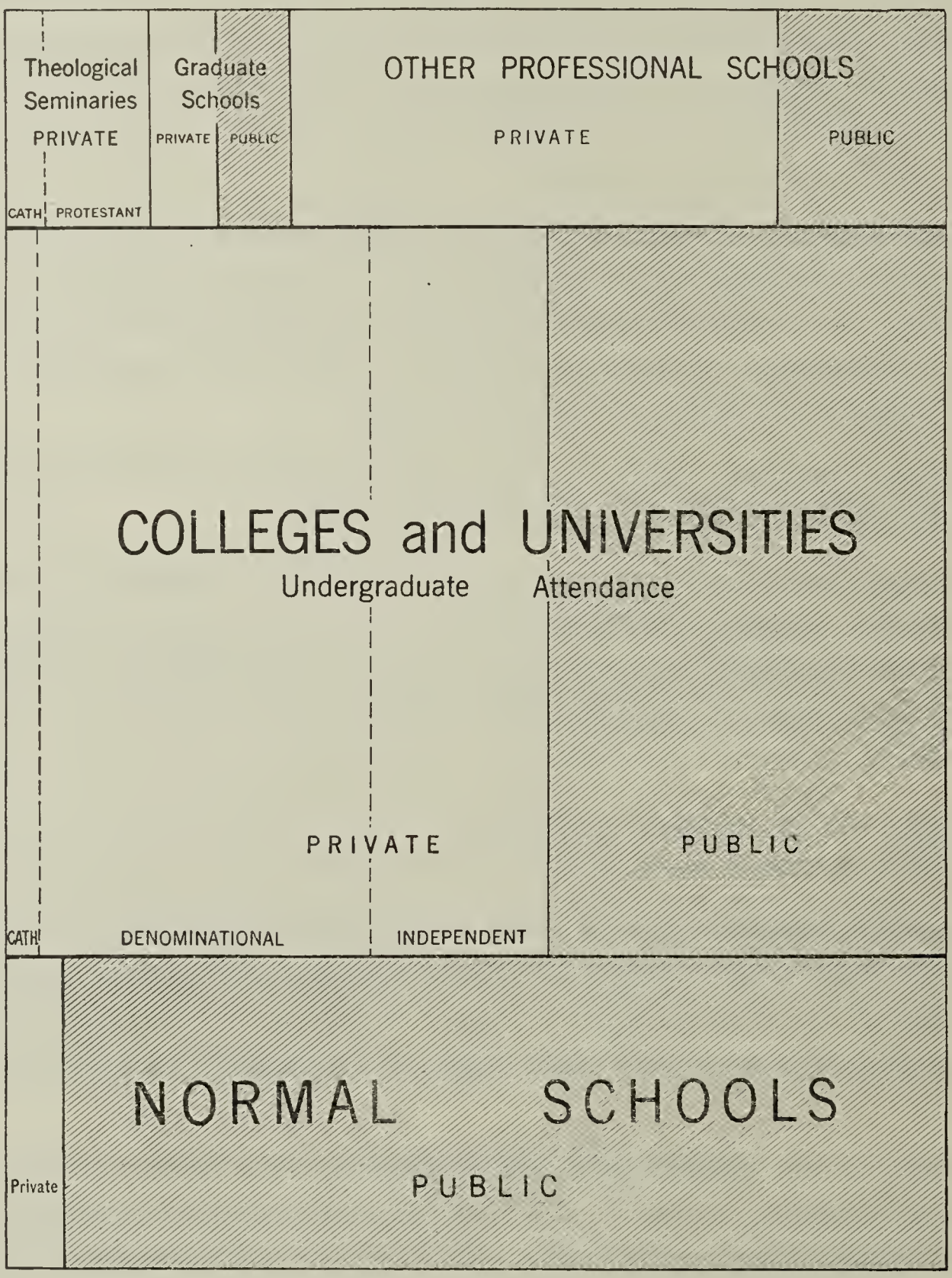
Careful study will be necessary to distinguish more clearly between seminaries and college Bible departments, which in some cases have been classed as theological schools.

Equally careful attention must be given to the field geographically. Some small states in the East have a number of religious professional schools, whereas other large sections of the West have few or none. Much can be done in improving the strategic position of those schools which today are handicapped by a disadvantageous location.

The seminary is also discovering a field in reaching out through extension work, institutes, and summer courses to the great mass of professional religious workers who have not had advanced instruction. This field, its needs and possibilities, must be measured and provided for.

RELATIVE ATTENDANCE IN THE FIELD OF HIGHER EDUCATION

(PERCENTAGE INDICATED BY AREA)



Interchurch World Movement of North America

G.D. 100

THE chief problems presented by the seminary and religious training school group are two:

1. A definition of what constitutes a "minimum" and "efficient" (a) Theological seminary, divinity school and school of religion; (b) Training school, Bible school and institute; (c) Bible department in a college (ranging from a department offering full training for the ordained ministry to a simple chair in Biblical literature).

2. How can these institutions, so defined, be made effective in the preparation of an increasing proportion of those who enter the field of religious service?

The budget for the seminaries and training schools of the Protestant churches takes into consideration the legitimate demands which can be made on these classes of institutions in training a sufficient number of religious leaders.

It considers also the additional resources necessary to this task and the proper distribution of those resources over the country. The extent to which the institution should be responsible for financial assistance to needy students is also an important factor.

Budget Table

THE table on the following pages are only in part the result of the survey which is being conducted by the American Education Division of the Interchurch World Movement. This survey is not completed and cannot be for some months to come. The table contains, however, the needs as revealed and approved to date. The financial askings have in the case of most of the denominations been officially checked. This latter process will be carried further before the appearance of the final survey volumes.

AMERICAN EDUCATION
DIVISION

General Budget

EDUCATIONAL INSTITUTIONS IN THE UNITED

Table I.—By

This table contains the preliminary estimates of the boards of education mentioned. These estimates have been made in conform colleges are based upon the definitions of the Minimum and the Efficient College made some years ago by the Association of Amer

Denomination	Colleges and Junior Colleges						Theological Seminaries and Training Schools						
	1920			5 Years			1920			5 Years			
	No.	Men	Money	No.	Men	Money	No.	Men	Money	No.	Men	Money	
BAPTIST													
Northern Baptist Convention	22	....	.....	....	....	$18,027,000	10	....	.....	....	....	$3,720,000	1
Seventh Day Baptist	3	7	$523,620	3	10	2,218,100	1	....	$2,000	1	....	50,000	2
CHRISTIAN													
Christian Church	4	14	752,500	4	25	2,950,000	1	....	15,000	1	5	125,000	3
CONGREGATIONAL													
Congregational Churches	16	....	8,790,000	16	....	30,483,000	13	....	7,274,158	13	....	12,235,361	4
DISCIPLES													
Disciples of Christ	....	....	8,600,972	....	....	35,816,736	..	....	704,000	....	....	1,950,000	5
FRIENDS													
Society of Friends (Orthodox)	8	....	141,000	....	....	2,920,000	....	....	.....	....	....	.....	6
METHODIST													
Methodist Episcopal Church	....	....	.....	....	....	85,000,000	....	....	.....	....	....	4,600,000	7
Methodist Episcopal Church, South	....	....	.....	....	....	29,000,000	....	....	.....	....	....	.....	8
Methodist Protestant Church	4	....	945,000	....	....	2,175,000	1	....	.....	....	....	400,000	9
PRESBYTERIAN													
Presbyterian Church in the U. S. A.	52	....	14,000,000	....	....	60,000,000	....	....	.....	....	....	.....	10
Presbyterian Church in the U. S., South	....	....	.....	....	....	†10,000,000	....	....	.....	....	....	.....	11
United Presbyterian Church	....	....	.....	....	....	5,943,000	....	....	.....	....	....	.....	12
REFORMED													
Reformed Church in the U. S.	7	....	.....	....	....	4,650,000	....	....	.....	....	....	500,000	13
UNITED BRETHREN													
Church of the United Brethren in Christ	7	....	550,000	....	....	2,181,000	....	....	.....	....	....	7,014,000	14
TOTAL	....	....	$34,303,092	....	....	$291,363,836	....	....	$7,995,158	....	....	$30,594,361	15

†This item alone reported by the denomination; it was assumed that it indicated college needs for the five-year period.
‡Includes all administrative work together with the support of ministerial education and similar lines of work when such work is aided by funds from board treasuries.

Statement for

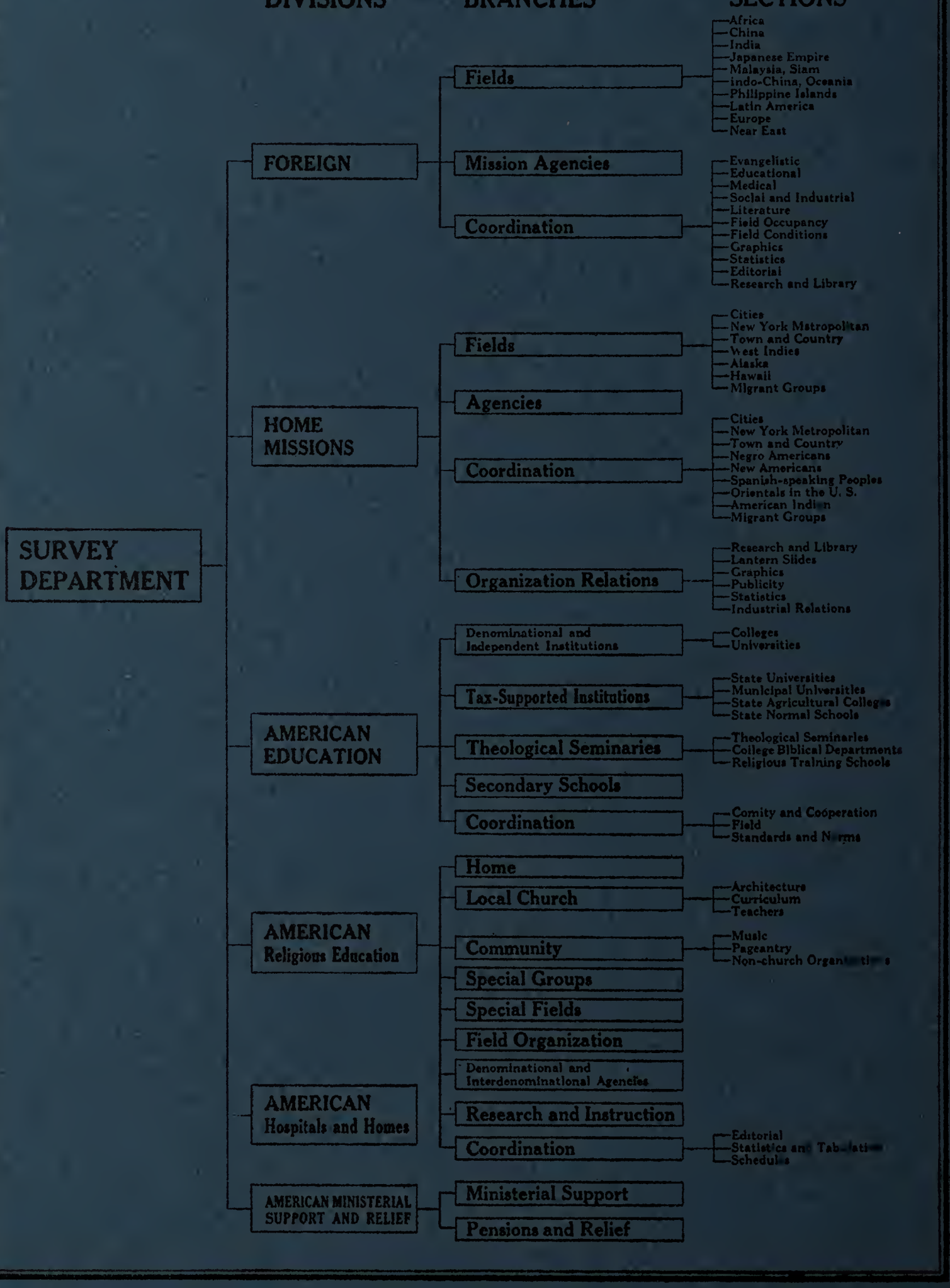
STATES UNDER DENOMINATIONAL CONTROL

Denominations.

ity with standards and norms agreed to by the Council of Church Boards of Education. The standards and norms for the ican Colleges and modified in terms of money, in view of the increased cost of living, by the Council of Church Boards of Education

	Secondary Schools						‡Work of the Boards						Total	
	1920			5 Years			1920			5 Years			1920	5 Years
	No.	Men	Money	No.	Men	Money	No.	Men	Money	No.	Men	Money		
1	13	....	.....	....	....	$3,390,000	....	....	.....	....	....	$3,903 000	$5,808,000	$29,040,000
2	....	....	.....	....	....	.....	....	....	..... $3,000	....	....	15,000	528,620	2,283,100
3	1	2	$70,000	1	2	200,000	....	....	5,000	....	....	40,000	842,500	3,315,000
4	....	....	.....	....	....	.....	....	....	.....	....	....	300,000	16,064,158	43,018,361
5	....	....	.....	....	....	.....	....	....	1,350,000	....	....	4,600,000	10,654,972	42,366,736
6	....	....	.....	....	....	.....	....	....	.....	....	....	.....	141,000	2,920,000
7	....	....	.....	....	....	3,243,000	....	....	.....	....	....	17,300,000	*22,028,600	110,143,000
8	....	....	.....	....	....	1,000,000	....	....	.....	....	....	.....	*6,000,000	30,000,000
9	....	....	.....	....	....	.....	....	....	.....	....	....	420,000	945,000	2,995,000
10	....	....	.....	....	....	.....	....	....	1,875,000	....	....	8,500,000	15,875,000	68,500,000
11	....	....	.....	....	....	.....	....	....	.....	....	....	.....	*2,000.000	10,000,000
12	....	....	.....	....	....	.....	....	....	.....	....	....	2,535,000	*1,695,600	8,478,000
13	....	....	.....	....	....	378,000	....	....	.....	....	....	.....	*1,105,600	5,528,000
14	....	....	.....	....	....	.....	....	....	.....	....	....	.....	550,000	9,195,000
15	....	....	$70,000	....	....	$8,211,000	....	....	$3,233,000	....	....	$37,613,000	$84,239,050	$367,782,197

*Budget for five-year period only submitted by these boards. Figure for 1920 has been arbitrarily set at one-fifth of that for five-year period and appears only in column of totals.

INTERCHURCH WORLD MOVEMENT OF NORTH AMERICA

ORGANIZATION OF THE SURVEY DEPARTMENT